

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Ms. Margo Knox

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Vega Elementary School

(As it should appear in the official records)

School Mailing Address P.O. Box 190, 200 Longhorn Drive

(If address is P.O. Box, also include street address)

Vega

City

Texas

State

79092-0190

Zip Code+4 (9 digits total)

County Oldham

State School Code Number* 180-902-101

Telephone (806) 267-2126

Fax (806) 267-2146

Website/URL www.region16.net/vegaisd

E-mail margojan.knox@region16.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Steve Hopper

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vega Independent School District

Tel. (806) 267-2123

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

Chairman or President Mr. Larry Richardson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 Other

 3 TOTAL
2. District Per Pupil Expenditure: \$9,883

 Average State Per Pupil Expenditure: \$8,916

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural
4. 6 Number of years the principal has been in her/his position at this school.
 N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			n/a
K	8	9	17		8			n/a
1	11	5	16		9			n/a
2	7	8	15		10			n/a
3	7	8	15		11			n/a
4	10	7	17		12			n/a
5	10	9	19		Other			n/a
6	9	6	15					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					114

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>89</u> | % White |
| <u>0</u> | % Black or African American |
| <u>9</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 15%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	108
(5)	Total transferred students in row (3) divided by total students in row (4)	.15
(6)	Amount in row (5) multiplied by 100	15%

8. Limited English Proficient students in the school: 2%
2 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages:
 English, Spanish, other
9. Students eligible for free/reduced-priced meals: 44%
 Total number students who qualify: 52

10. Students receiving special education services: 18 %
21 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 8 </u> Specific Learning Disability
<u> 1 </u> Emotional Disturbance	<u> 11 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 12 </u>	<u> </u>
Special resource teachers/specialists	<u> 3 </u>	<u> </u>
Paraprofessionals	<u> 2 </u>	<u> </u>
Support staff	<u> 0 </u>	<u> </u>
Total number	<u> 18 </u>	<u> </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 10:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	97 %	97 %	98 %	98 %
Daily teacher attendance	94 %	95 %	94 %	93 %	93 %
Teacher turnover rate	22 %	13 %	13 %	6 %	10 %
Student dropout rate (middle/high)	NA %	NA %	NA %	NA %	NA %
Student drop-off rate (high school)	NA %	NA %	NA %	NA %	NA %

PART III – SUMMARY

Vega Elementary, home of the Longhorns, is a campus with a proud tradition where all students know they are valued and respected. The town of Vega is a small rural community with a population of 931, located 30 miles west of Amarillo in the Texas Panhandle. Vega offers the advantages of small-town living, but is located close enough to Amarillo for the “big city” conveniences. Vega Independent School District is the home to 280 students, kindergarten through 12th grade, all located under one roof at one campus. The facility is divided into two main halls, one being Vega Elementary. It is easy to see why the Vega Independent School District is the focal point for all community activities.

Parents send all of their children to the same school every day, and in most cases, the students are second- or third- generation Longhorns attending the same school their parents and grandparents did. Vega Elementary has 114 students in grades kindergarten through 6th grade. Vega Elementary is a school-wide Title I campus with 44% socio-economically disadvantaged students. The students are instructed by fifteen highly qualified staff members and supported by two highly qualified instructional aides. Vega Elementary’s success is expressed in one word — teamwork. Everyone from the administration, the school board, the teachers, the students, the parents, the support staff, the nurse, the cafeteria workers, the custodians, to the community members and the business owners in Vega are part of the team that makes Vega Elementary successful.

The primary goal of Vega Elementary’s mission statement is to develop a climate that promotes acceptance and high expectations for all students, regardless of background or cultural experience. Pride and respect for self, family, school, community, and country are important in preparing for life and thus form the basis of Vega Elementary’s vision. The school community instills a passion for excellence and learning in each student. Vega provides an academic learning environment for the success of all students. This success shows in the University Interscholastic League (UIL) academic meet’s yearly competition. Vega Elementary has been the district champion for four straight years from 2000-2003.

Vega Elementary has always had a supportive school board, which takes an active interest in the school’s academics, technology advancement, safety issues, cafeteria quality, and instructional staffing needs. Vega Elementary has been able to provide additional teaching staff to facilitate and promote a very effective Accelerated Reading Initiative Program, Accelerated Math Initiative Program, Title I Pull-out/Inclusion Program and a Dyslexia/Reading Intervention Program. The additional staff members for these programs are vital ingredients to Vega Elementary’s achievement.

Several components contribute to Vega Elementary’s success. All program or curriculum implementation is data driven. Vega uses a five-step process to implement choices for change. All data is: (1) reviewed, (2) prioritized, (3) revised, (4) adopted by the faculty, and (5) implemented. All aspects of the school, such as curriculum, attendance, discipline management, and program implementation, are continually evaluated in the five-step ongoing assessment planning method. Guidelines for success — respect, responsibility, and a positive attitude — are incorporated into the school’s expectations. There is unlimited help from a supportive Parent Teacher Organization (PTO). The Parent Teacher Organization (PTO) supports the faculty and students in funding projects that the school could not otherwise participate in or obtain. Vega Elementary uses the Campus Improvement Plan to make systemic changes that impact the school. All faculty members are vested in the agreed-upon goals.

The bottom line of Vega Elementary’s continued success is teamwork, plus the shared vision for success — respect, responsibility, and a positive attitude.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Vega Elementary participates in Texas' elaborate state testing system that includes the Texas Assessment of Knowledge and Skills (TAKS), which is based upon the mandated state curriculum, the Texas Essential Knowledge and Skills (TEKS). All students are assessed with TAKS or with an appropriate alternative version of the test.

Vega Elementary's 3rd grade students take TAKS reading and math (students must pass reading to be promoted to the next grade level). In 4th grade, students take reading, math, and writing. Fifth grade students take reading, math, and science (students must pass reading and math to be promoted to the next grade level). In 6th grade, students take reading and math assessments.

All TAKS tests are scored and each student is rated to set standards briefly described below. More information illustrating Performance Standards can be accessed at <http://www.tea.state.tx.us/perfreport/aeis/2005/glossary.html> appendix F.

Commended Performance for all subjects and grades is a scale score of 2400 or above. Students receiving this recognition have demonstrated on the TAKS test a thorough understanding of the knowledge and skills tested at their grade level.

Met the Standard indicates that the student attained a scaled score that met or exceeded the panel's recommended passing standard for each grade level and subject. Students receiving this score show a sufficient understanding of the knowledge and skills tested at their grade level.

The State-Developed Alternative Assessment II (SDAA II) is for students who are enrolled in 3rd through 6th grade and who are receiving special education services, as well as instruction in TEKS, but for whom TAKS is an inappropriate measure. Students take the SDAA II at the appropriate instructional level for them, as determined by the Admission, Review and Dismissal (ARD) Committee. The students' academic growth is measured and rated with an achievement level of I, II, or III.

The Reading Proficiency Test in English (RPTE) is designed to measure the annual growth in the English reading proficiency of second language learners, and is used along with English and Spanish TAKS to provide a comprehensive assessment system for Limited English Proficient (LEP) students. Vega Elementary strives for advanced-high ratings for all of its LEP students on the RPTE.

In grades kindergarten through 3rd grade, Vega Elementary assesses all students with the Texas Primary Reading Inventory (TPRI). The information gained from this assessment data drives our Accelerated Reading Initiative Program in which students receive intensive, daily, small-group instruction with the reading interventions teacher.

In 3rd through 5th grades, Vega uses benchmark testing and item analysis of the math TAKS test to drive the Accelerated Math Initiative Program. Students receive daily individualized instruction. At-risk math students are provided one-to-one assistance from the Title I instructor.

Vega Elementary analyzes all testing data to facilitate student needs. Because of a low mobility rate (15%), Vega staff analyzes assessment data tracking the individual classes to measure year-to-year improvement. Staff looks at each individual student's item analysis to monitor student improvement. Vega Elementary strives for Commended Performance as our passing rate goal for students, versus meeting minimum standards.

Although the TAKS test has increased in difficulty, Vega Elementary has excellent passing percentages. Third and sixth grade students have maintained 100% passing rates both in TAKS math and TAKS reading for the past three years. Fourth grade students have a passing rate of 94% in both reading and math for 2004-05. Fifth grade students' passing rate for the 2004-05 assessment year is 94% in reading and 100% in math.

The website address for the Texas assessments is <http://www.tea.state.tx.us/student.assessment/>. For Vega Elementary's yearly progress in the Texas Assessment of Knowledge and Skills, visit the TEA website: <http://www.tea.state.tx.us/perfreport/aeis/2005/index.html>.

2. Using Assessment Results:

Vega Elementary's Campus Improvement Plan is data driven. The school's assessment results are an important factor in decision making. The data used to measure student achievement gains is the information gathered from the Academic Excellence Indicator System (AEIS). When looking at the overall passing rate for all students in all grades in all subjects, the passing rate is excellent. For Vega Elementary, it is most effective to analyze each test by its performance objectives. The school wants to make an impact in achievement, so teachers pinpoint one objective per test on which to concentrate. That objective is measured in benchmark testing, individualized student item analysis, and teacher observation/checklists. After analyzing the needs, Vega provides one-to-one tutoring and small group instruction to strengthen the individual student's weaknesses. The school is concerned with individual subgroups and the item analysis of individuals assists staff in pinpointing subgroup deficiencies. Through analysis, staff found the area of science to be in need of assistance. In response to the needs assessment for science, Vega modified the vertical alignment of the science curriculum, purchased the Full Option Science System-Inquiry Science Program (FOSS-ISP) curriculum, opened a kindergarten through 6th grade science lab, and participated in professional development activities that are provided throughout the state with an emphasis of hands-on learning in science.

For all subjects, Vega provides individualized instruction during the school day through Title I. Staff also do short Optional Extended Day (OED) sessions to strengthen student's weaknesses. Two weeks prior to each TAKS administration, OED is offered.

Students who are in kindergarten through 3rd grade who are identified through the Texas Primary Reading Inventory (TPRI) as struggling readers are provided Accelerated Reading Initiative (ARI) in small groups throughout the school day. Additional intense instruction to meet each individual student's specific needs is provided to each qualifying student during OED.

3. Communicating Assessment Results:

Communication is a vital component of teamwork and the ensuing success achieved at Vega Elementary. Vega Elementary makes it a significant point to fully inform the students and parents of their child's progress. Communication is provided in the form of grade-level meetings, individual parent conferences to discuss specifically their child's academic progress, and three-week reports that are given to all students in all subjects. Every Monday, students receive a Vega Elementary Weekly Calendar highlighting weekly and upcoming events. Monday folders containing student work and behavior reports are given to parents weekly. Vega also utilizes a program called K-12 Planet, which is an up to date, non-intrusive Internet based communication system. Parents can view their children's grades, attendance, daily classroom assignments, and behavior reports. The school always shares its academic results with the parents, students, and community members in an open meeting, through the Site Based Decision Making Team (SBDMT) meetings, reports mailed to parents, open school board meetings to discuss annual district accountability data, and the local newspaper, *Vega Enterprise*.

4. Sharing Success:

Vega Elementary always welcomes visitors to the school. Teachers enjoy sharing with others what works. Vega is a model school for certain vendors whose products the school uses. For example, Vega continuously has phone calls or visitors inquiring about the success of the Visagraph distributed by Taylor Associates/Communications Inc. One strength teachers like to share with visitors is a preference for quality over quantity. Vega strives to utilize the “tools” in the most effective and efficient manner. Staff find doing a few things great is far better than doing many things average. In sharing Vega’s success, the school always welcomes educators from neighboring districts and student teachers to come and observe or train with our highly qualified staff.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Vega Elementary follows the curriculum standards for Texas called the Texas Essential Knowledge and Skills (TEKS). The TEKS includes a core curriculum of math, reading, science, and social studies, plus an additional enrichment curriculum consisting of art, music, technology applications, physical education, and health. Vega's curriculum choices are based on meeting the needs of students, aligning with the Campus Improvement Plan's goals, ease of use, effectiveness of material, and cost efficiency. The following are brief descriptions of individual curricula and programs utilized by Vega Elementary.

Reading and Language Arts

Vega Elementary uses Shurley English and 6 + 1 Trait Writing to teach students to select and use different forms of writing for specific purposes, such as to inform, persuade, or entertain. The goal is that all students are able to edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. In reading, students study selections from classic to contemporary literature. Informational reading is encouraged in the Accelerated Reading Program. Vega uses Saxon Phonics to build a strong phonics foundation for the Language Arts and Reading programs.

Math

Vega Elementary uses Saxon Math to assist students in building a foundation and basic understanding in number, operation, and quantitative reasoning. Vega Elementary teachers teach common vocabulary and test-taking skills to help students organize data, and help the students interpret the data to make decisions and predictions as well as choose an appropriate method to solve problems. Individual math skills are reinforced with the Accelerated Math Program. From kindergarten through 6th grade, students use these processes to be successful in mathematics.

Science

Vega Elementary utilizes a science lab full of hands-on activities provided through Full Option Science System-Inquiry Science Program (FOSS-ISP). Science comes alive in the lab for the students. All students learn through laboratory investigations using scientific methods, analyzing information, and making informed decisions. The lab is facilitated with five computers for research.

Social Studies

Vega Elementary uses Dinah Zike's foldables to teach students to use critical-thinking skills including sequencing, categorizing, and summarizing information. Drawing inferences and conclusions is taught through unique classroom projects such as the Toga Party in which all students have to live a day as children in ancient Roman.

Health and Physical Education

In health and physical education, Vega Elementary students learn information and skills necessary to become healthy adults. The Great Body Shop is a comprehension curriculum that teaches habits for a physically-active lifestyle.

Technology

Vega Elementary uses Tech Knowledge activities to seamlessly integrate technology into math, science, reading, language arts, social studies, and fine arts. Students at all levels learn to make informed decisions about technology and its applications to access, analyze, and evaluate information.

Art, Music, and Theatre Arts

Vega Elementary students participate in fine arts daily, alternating between music and art. Theatre arts is incorporated in the art program. Students attend music classes in grades 1-4 and participate in band during the 5th- and 6th- grade years. The fine arts subjects provide Vega students critical-thinking skills to evaluate multiple forms of problem solving. Students learn to make informed judgments and evaluations. Vega is so fortunate to have certified music, art, and theatre arts instructors at the elementary level.

2a. (Elementary Schools) Reading:

Vega Elementary utilizes a research-based reading approach that begins with a strong foundation in phonics using Saxon Phonics. Vega Elementary has a campus goal that all students will be reading on grade level. The school places a strong emphasis on reading and reading comprehension. Reading is essential to learning and to success in life. All students are assessed with various methods including Texas Primary Reading Inventory (TPRI), Star Reading Test, and Teacher Checklists. For reading fluency and efficiency in eye movement and tracking, students in grades 2-6 are assessed with the Visagraph. The Visagraph is an objective measurement system used for recording and evaluating reading efficiency (fluency) and effectiveness. Efficient readers make better readers.

Students experiencing difficulty in reading participate in structured reading courses provided by reading intervention specialist in the Title I or Reading Interventions Program. Students in these programs work on word building, sight-word recognition, passage comprehension, and fluency. For students who lack a strong foundation in phonics, Vega provides an intense intervention with Saxon Phonics Intervention.

All students participating in the reading intervention program will work with the following programs that best meet their individual needs:

- Scottish Rite Literacy Program
- A+ Learning System
- Scott Foresman Leveled Readers
- Soar to Success
- Rigby leveled readers
- Saxon Phonics Intervention
- Reading Plus
- Visagraph
- PAVE
- Flash
- Guided Reading
- Cloze-Plus, Reading Around Words, Comprehension Power, and Career Comprehension Awareness

All students are tracked with progress records to measure individual growth and improvement.

3. Science:

Vega Elementary has chosen to put an emphasis on the science curriculum. Through a needs assessment and data analysis, science is an area where improvement is needed. Staff chose to dedicate a classroom as the science lab. Vega invested funds and has purchased Full Option Science System-Inquiry Science Program (FOSS-ISP). The science lab houses the FOSS Learning Systems, as well as all the needed supplies. The lab facilitates kindergarten through 6th grade. Vega Elementary's science lab has five networked Internet-connected computers available for research and lesson enhancement. In addition, the teachers have available for use a computer projector, TV, and DVD/VCR player. The hands-on lab has already made a difference. Vega Elementary's Commended Performance scores (the highest achievement level possible) for the TAKS science test at the 5th grade level have increased from 0% in 2003 to 18% in 2004 to 35% in 2005. Vega Elementary still has room for improvement in the academic area of science, but the school is assessing and modifying its vertical alignment of teaching to meet the needs of students.

4. Instructional Methods:

Communication between grade levels is imperative at Vega Elementary. Vega Elementary has only one class per grade level; thus, vertical alignment and collaboration of instructional methods is essential. All grade levels beginning at kindergarten teach information using common vocabulary and teaching strategies. Students are able to transition from year to year more effectively because teacher expectations of teaching strategies are the same. Vega Elementary believes that strong test-taking skills taught at an early age will become a habit if practiced repeatedly. Consistency builds excellence.

Vega Elementary uses the following instructional methods to improve student learning. Portfolios of student work to track improvement are used weekly and every six weeks. Individualized instruction and tutoring are provided before, after, and during the school day. Small groups utilize the Title I instructor's intensive guided instruction. The Title I teacher assists the regular education teachers with both inclusion support and a pull-out program. Optional Extended Day (OED) is used in short periods (two weeks/Monday-Thursday). Vega Elementary implements three to four mini-sessions of OED for two weeks each during the spring semester. Everyone involved (students, teachers, and parents) enjoys this schedule. Vega Elementary has documented evidence of its effectiveness. Vega Elementary's librarian facilitates cultural awareness projects, the national spelling bee competition, Reader's Digest Word Power Challenge, and all classroom projects, as needed. Technology is utilized to provide additional support for individualized reading through Lexia, Guided Reading, and PAVE. Technology has an important role at Vega Elementary. Both a certified technology teacher and an Instructional Technologist work with the teachers to make the most of technology.

5. Professional Development:

Professional development is an important factor in Vega Elementary's teamwork and success. Professional development is driven by student needs, teachers' individual needs, and campus goals and objectives. Vega Elementary implements "Foundations Establishing Positive Discipline Policies" by Randy Sprick, PH.D., Mickey Garrison, PH.D., and Lisa M. Howard, M.S. The Foundations Process teaches guidelines for success, a philosophy that all students, all school personnel, and parents identify with. Foundations includes a continuous evaluation system that is incorporated into all aspects of Vega Elementary. Foundations has been a tool for school-wide academic change, as well as for reinforcing behavioral expectations.

The school board is very supportive in allowing teachers to attend professional development activities throughout the school year. Teachers attend summer workshops that are paid by the district. Most importantly, teachers share the information they gain with their peers. Through email or at faculty meetings, teachers provide a summary of their workshop and a critique. The Site Based Decision Making Team (SBDMT) uses this information to assist in professional development goals for the following year.

PART VII - ASSESSMENT RESULTS

No Child Left Behind – Blue Ribbon School Grade 3 Reading (Language Arts or English)

Subject Reading Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February	March	March
SCHOOL SCORES			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	67%	35%	60%
Number of students tested	15	17	15
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	17%	15%	6%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	50%	31%	50%
Number of Students Tested	10	13	*
2. Black			
% At or Above Met Standard	-	-	-
% At Commended Performance	-	-	-
Number of Students Tested	-	-	-
3. White			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	73%	38%	60%
Number of Students Tested	11	16	15
4. Hispanic			
% At or Above Met Standard	100%	100%	-
% At Commended Performance	50%	0%	-
Number of Students Tested	*	*	-

* indicates ≤ 9 students

- indicates not applicable

No Child Left Behind – Blue Ribbon School
Grade 3 Mathematics

Subject Math Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	63%	40%	53%
Number of students tested	16	15	15
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	11%	21%	6%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	45%	45%	50%
Number of Students Tested	11	11	*
2. Black			
% At or Above Met Standard	-	-	-
% At Commended Performance	-	-	-
Number of Students Tested	-	-	-
3. White			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	64%	43%	53%
Number of Students Tested	11	14	15
4. Hispanic			
% At or Above Met Standard	100%	100%	-
% At Commended Performance	60%	0%	-
Number of Students Tested	*	*	-

* indicates ≤ 9 students

- indicates not applicable

No Child Left Behind – Blue Ribbon School
Grade 4 Reading (Language Arts or English)

Subject Reading Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	94%	100%	100%
% At Commended Performance	19%	35%	29%
Number of students tested	16	17	*
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	*	-	*
Percent of students alternatively assessed	11%	-	36%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	89%	100%	100%
% At Commended Performance	22%	29%	29%
Number of Students Tested	*	*	*
2. Black			
% At or Above Met Standard	-	-	-
% At Commended Performance	-	-	-
Number of Students Tested	-	-	-
3. White			
% At or Above Met Standard	94%	100%	100%
% At Commended Performance	19%	35%	29%
Number of Students Tested	16	17	*
4. Hispanic			
% At or Above Met Standard	-	-	-
% At Commended Performance	-	-	-
Number of Students Tested	-	-	-

* indicates ≤ 9 students

- indicates not applicable

No Child Left Behind – Blue Ribbon School
Grade 4 Mathematics

Subject Math Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	94%	100%	100%
% At Commended Performance	50%	41%	13%
Number of students tested	16	17	*
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	*	-	*
Percent of students alternatively assessed	11%	-	33%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	56%	43%	13%
Number of Students Tested	*	*	*
2. Black			
% At or Above Met Standard	-	-	-
% At Commended Performance	-	-	-
Number of Students Tested	-	-	-
3. White			
% At or Above Met Standard	94%	100%	100%
% At Commended Performance	50%	41%	13%
Number of Students Tested	16	17	*
4. Hispanic			
% At or Above Met Standard	-	-	-
% At Commended Performance	-	-	-
Number of Students Tested	-	-	-

* indicates ≤ 9 students

- indicates not applicable

No Child Left Behind – Blue Ribbon School
Grade 5 Reading (Language Arts or English)

Subject Reading Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February	April	April
SCHOOL SCORES			
% At or Above Met Standard	94%	100%	85%
% At Commended Performance	17%	50%	20%
Number of students tested	18	*	20
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	10%	33%	20%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	100%	70%
% At Commended Performance	29%	57%	10%
Number of Students Tested	*	*	10
2. Black			
% At or Above Met Standard	-	-	-
% At Commended Performance	-	-	-
Number of Students Tested	-	-	-
3. White			
% At or Above Met Standard	94%	100%	88%
% At Commended Performance	17%	43%	24%
Number of Students Tested	18	*	17
4. Hispanic			
% At or Above Met Standard	-	-	66%
% At Commended Performance	-	-	0%
Number of Students Tested	-	-	*

* indicates ≤ 9 students

- indicates not applicable

No Child Left Behind – Blue Ribbon School
Grade 5 Mathematics

Subject Math Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100%	100%	95%
% At Commended Performance	47%	9%	15%
Number of students tested	17	11	20
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	11%	8%	20%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	100%	90%
% At Commended Performance	43%	100%	0%
Number of Students Tested	*	10	10
2. Black			
% At or Above Met Standard	-	-	-
% At Commended Performance	-	-	-
Number of Students Tested	-	-	-
3. White			
% At or Above Met Standard	100%	100%	94%
% At Commended Performance	47%	13%	18%
Number of Students Tested	17	*	17
4. Hispanic			
% At or Above Met Standard	-	100%	100%
% At Commended Performance	-	0%	0%
Number of Students Tested	*	*	*

* indicates ≤ 9 students

- indicates not applicable

No Child Left Behind – Blue Ribbon School
Grade 6 Reading (Language Arts or English)

Subject Reading Grade 6

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	70%	45%	50%
Number of students tested	10	20	16
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	23%	23%	24%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	80%	50%	43%
Number of Students Tested	*	10	*
2. Black			
% At or Above Met Standard	-	-	-
% At Commended Performance	-	-	-
Number of Students Tested	-	-	-
3. White			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	86%	50%	53%
Number of Students Tested	*	16	15
4. Hispanic			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	0%	25%	0%
Number of Students Tested	*	*	*

* indicates ≤ 9 students

- indicates not applicable

No Child Left Behind – Blue Ribbon School
Grade 6 Mathematics

Subject Math Grade 6

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	50%	33%	22%
Number of students tested	10	21	18
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	*	*	*
Percent of students alternatively assessed	23%	19%	18%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	40%	27%	13%
Number of Students Tested	*	11	*
2. Black			
% At or Above Met Standard	-	-	-
% At Commended Performance	-	-	-
Number of Students Tested	-	-	-
3. White			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	57%	31%	24%
Number of Students Tested	*	16	17
4. Hispanic			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	0%	40%	0%
Number of Students Tested	*	*	*

* indicates ≤ 9 students

- indicates not applicable